



SS Mary and John Catholic Primary School Accessibility Plan

2022-2025

Purpose of the Plan

The purpose of this plan is to show how SS Mary and John Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governors of SS Mary and John school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school. This is to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education. This is also to increase the extent to which disabled visitors and parents access the school and ability to maneuver around the buildings.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

SS Mary and John Catholic Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The Current Range of Disabilities within SS Mary and John's Catholic Primary School

- The school has children with a limited range of disabilities which include Autistic Spectrum Disorder and long term medical conditions. When children enter school with specific disabilities, the school contacts the LA and Outreach Multi Agency professionals for assessments, support and guidance for both school and parents.
- We have children who have asthma and all staff are aware of these children. An asthma register is regularly updated and Inhalers are kept in the classrooms and a record of use is noted.
- Staff training in Asthma, allergies and Epi -Pen usage is annually renewed
- Some children have allergies or food intolerances/cultural food choices- these accommodated to the best of the catering staff's ability and financial limitations.
- All medical information is collated and available to staff, via two of our SLT members (S. Ryan) and our school SENDco (Mrs H Vernalls). It is confidentially available in the medical rooms of both KS1 and KS2 sites. Each teacher is also kept abreast of relevant medical records and updates.
- We have competent First Aiders who hold current First Aid certificates; these are regularly renewed.
- All medication is kept in the medical rooms on both sites in a locked wall cupboard. In the case of medication that needs to be refrigerated, medicine is clearly labelled and is kept in the staffroom fridge on both sites. When medication is given to the children, staff must sign to say that this has happened. Inhalers are labelled and kept in a central place in each classroom. Administration of Medicines with a care plan is monitored by the First Aid TA – with available support from the School Nursing Team.

Approved by the Governors _____

Date _____

Renewal date Autumn 2025



Accessibility Plan 2022-2025

Targets	Strategies	Time frame	Outcomes	Success Criteria
EQUALITY AND INCLUSION				
<i>To ensure that the accessibility Plan becomes an annual item at Full Governor meeting.</i>	<i>Clerk to governors to add to list for Governor meetings</i>	<i>Annually.</i>	<i>Adherence to legislation.</i>	<i>That the accessibility Plan becomes an annual item at Full Governor meetings</i>
<i>To improve staff awareness of disability issues. Whole school community aware of issues.</i>	<i>Review staff training needs.</i>	<i>On-going</i>	<i>Provide training for members of the school community as appropriate.</i>	<i>That staff awareness of disability issues is improved.</i>
<i>To ensure that all policies consider the implications of disability access. To ensure that all policies consider the implications of disability access.</i>	<i>Consider during review of policies.</i>	<i>On-going.</i>	<i>Policies reflect current legislation</i>	<i>That all policies consider the implications of disability access.</i>
PHYSICAL ENVIRONMENT				
KS1 site				
<i>To ensure that the building is accessible for disabled visitors, parents and children</i>	<i>Audit of accessibility of school buildings and implement as budget allows.</i> <i>Annual building audit walk- summer term</i> <ul style="list-style-type: none"> <i>Disabled parking to be allocated on car park.</i> <i>Rails to be put up along main pedestrian entrance to car park, opposite reception.</i> <i>Look to make doors easier to open by lowering handles on entrances to buildings.</i> KS1 only <ul style="list-style-type: none"> <i>Make adaptations to reception window by lowering the sill, to allow wheelchair users easy access</i> KS2 only <ul style="list-style-type: none"> <i>Portable ramp to be purchased/created</i> 	<i>Autumn 2022 then ongoing.</i>	<i>Modifications will be made to the school building to improve access.</i>	<i>That, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</i>

	<i>for Y4 entrance to classrooms- stored in outside storage shed. T. Royer to move when requested.</i>			
<i>To ensure that visually impaired parents, visitors and children are able to navigate easily around the school and have equal access to documentation..</i>	<i>Audit of suitability of building for visually impaired stakeholders.</i> <ul style="list-style-type: none"> <i>Signage to be made/purchased to label the different areas of the school.</i> <i>Push/pull signage to be put onto doors.</i> <i>Provide large print copies of documents to people upon request.</i> KS1 only <ul style="list-style-type: none"> <i>Lighting in reception area to be changed to allow brighter light.</i> 	<i>Autumn 2022 then ongoing.</i>	<i>Modifications will be made to signage and lighting to improve access.</i>	<i>The schools provision for visually impaired children, parents, visitors is improved allowing for easier accessibility around the building.</i>
CURRICULUM				
<i>To continue to train staff to enable them to meet the needs of children with a range of SEN.</i>	<i>SENCO to review the needs of children and provide training for staff as needed.</i>	<i>On-going.</i>	<i>Staff are able to enable all children to access the curriculum.</i>	<i>That staff training continues to enable them to meet the needs of children with a range of SEN.</i>
<i>To develop staff understanding of Autistic Spectrum Disorder in order to adapt and develop specific resources including the layout of the classroom.</i>	<i>Next stage of Autism training to be booked in and delivered by CATeam.</i>	<i>Spring term one,, then ongoing.</i>	<i>Good practice will be evident across both school sites within lessons and the school site as a whole.</i>	<i>That the school will become Autism friendly and possibly achieve an award/rating mark for this.</i>